A Correlation of

Scott Foresman·Addison Wesley

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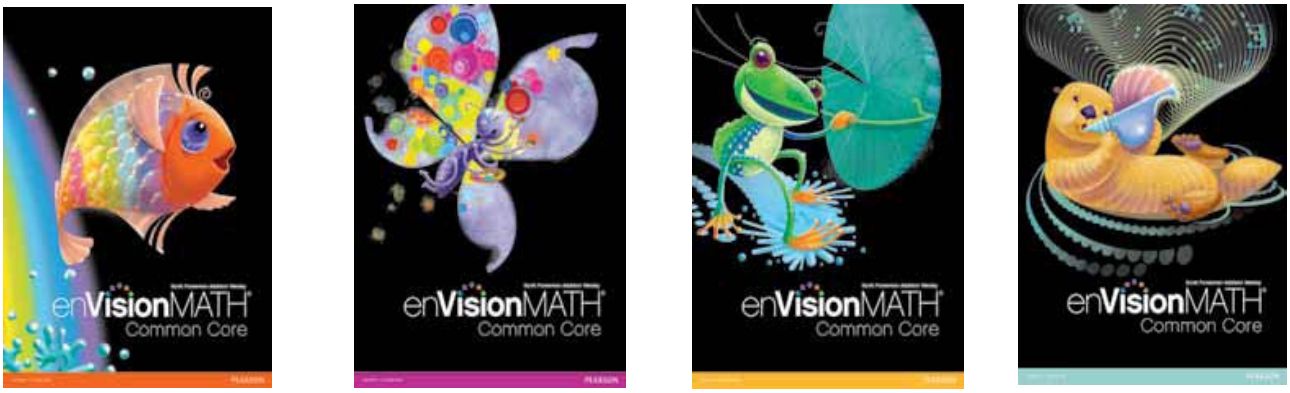

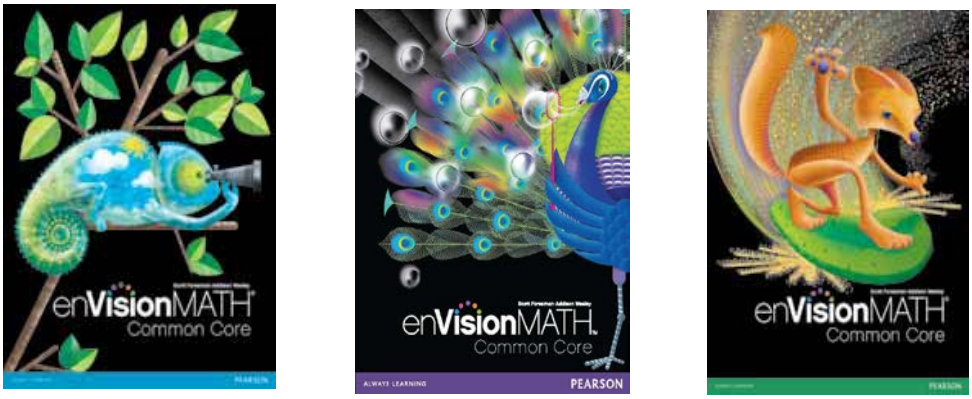

to the

Pennsylvania Common Core Standards in Mathematics

ALWAYS LEARNING PEARSON

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Introduction

This document demonstrates how ***enVisionMATH Common Core,*** ©2012 aligns to the Pennsylvania Common Core Standards in Mathematics, Grades K-6. Correlation page references are to the Student and Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

enVisionMATH Common Core was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent. ***enVisionMATH Common Core*** teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

enVisionMATH Common Core provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The ***enVisionMATH Common Core*** Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The ***enVisionMATH Common Core*** Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in ***enVisionMATH Common Core*** is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

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B) Numbers and Operations in Base Ten	
CC.2.1.3.B.1 Apply place-value understanding and properties of operations to perform multi-digit arithmetic.	**SE/TE: Topic 1**: 10-11, 22-23; **Topic 2**: 32-33, 34-35, 36-39, 40-41, 46-49, 50-53, 54-55, 56-57; **Topic 3**: 66-67, 68-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-85, 86-87, 88-91; **Topic 6**: 156-157 **TE: Topic 1**: 10A-10B, 11A-11B, 22A-22B, 23A-23B; **Topic 2**: 32A-32B, 33A-33B, 34A-34B, 35A-35B, 36A-36B, 39A-39B, 40A-40B, 41A-41B, 46A-46B, 49A-49B, 50A-50B, 53A-53B, 54A-54B, 55A-55B, 56A-56B, 57A-57B; **Topic 3**: 66A-66B, 67A-67B, 68A-68B, 71A-71B, 72A-72B, 73A-73B, 74A-74B, 75A-75B, 76A-76B, 77A-77B, 78A-78B, 79A-79B, 80A-80B, 81A-81B, 82A-82B, 85A-85B, 86A-86B, 87A-87B, 88A-88B, 91A-91B; **Topic 6**: 156A-156B, 157A-157B
M03.A-T.1.1.1: Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.	**SE/TE: Topic 1**: 10-11, 12-13, 14-15, 16-19, 20-21; **Topic 2**: 42-45, 46-49, 50-53; **Topic 3**: 72-73, 82-85; **Topic 6**: 156-157; **Topic 8**: 210-213 **TE: Topic 1**: 10A-10B, 11A-11B, 12A-12B, 13A-13B, 14A-14B, 15A-15B, 16A-16B, 19A-19B, 20A-20B, 21A-21B; **Topic 2**: 42A-42B, 45A-45B, 46A-46B, 49A-49B, 50A-50B, 53A-53B; **Topic 3**: 72A-72B, 73A-73B, 82A-82B, 85A-85B; **Topic 6**: 156A-156B, 157A-157B; **Topic 8**: 210A-210B, 213A-213B

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M03.A-T.1.1.2: Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.	**SE/TE: Topic 1**: 10-11, 22-23; **Topic 2**: 32-33, 34-35, 36-39, 40-41, 46-49, 50-53, 54-55, 56-57; **Topic 3**: 66-67, 68-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-85, 86-87, 88-91; **Topic 6**: 156-157 **TE: Topic 1**: 10A-10B, 11A-11B, 22A-22B, 23A-23B; **Topic 2**: 32A-32B, 33A-33B, 34A-34B, 35A-35B, 36A-36B, 39A-39B, 40A-40B, 41A-41B, 46A-46B, 49A-49B, 50A-50B, 53A-53B, 54A-54B, 55A-55B, 56A-56B, 57A-57B; **Topic 3**: 66A-66B, 67A-67B, 68A-68B, 71A-71B, 72A-72B, 73A-73B, 74A-74B, 75A-75B, 76A-76B, 77A-77B, 78A-78B, 79A-79B, 80A-80B, 81A-81B, 82A-82B, 85A-85B, 86A-86B, 87A-87B, 88A-88B, 91A-91B; **Topic 6**: 156A-156B, 157A-157B
M03.A-T.1.1.3: Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).	**SE/TE: Topic 5**: 118-121, 128-129, 130-131 **TE: Topic 5**: 118A-118B, 121A-121B, 128A-128B, 129A-129B, 130A-130B, 131A-131B
M03.A-T.1.1.4: Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).	**SE/TE: Topic 1**: 20-21, 22-23 **TE: Topic 1**: 20A-20B, 21A-21B, 22A-22B, 23A-23B
C) Numbers and Operations—Fractions	
CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	**SE/TE: Topic 9**: 222-223, 224-225, 226-227, 228-229; **Topic 10**: 246-247, 248-249, 252-253, 254-257, 258-259, 262-263, 264-265 **TE: Topic 9**: 222A-222B, 223A-223B, 224A-224B, 225A-225B, 226A-226B, 227A-227B, 228A-228B, 229A-229B; **Topic 10**: 246A-246B, 247A-247B, 248A-248B, 249A-249B, 252A-252B, 253A-253B, 254A-254B, 257A-257B, 258A-258B, 259A-259B, 262A-262B, 263A-263B, 264A-264B, 265A-265B

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M03.A-F.1.1.1: Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).	**SE/TE: Topic 9**: 222-223, 224-225, 226-227, 228-229 **TE: Topic 9**: 222A-222B, 223A-223B, 224A-224B, 225A-225B, 226A-226B, 227A-227B, 228A-228B, 229A-229B
M03.A-F.1.1.2: Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).	**SE/TE: Topic 9**: 230-231; **Topic 10**: 264-265 **TE: Topic 9**: 230A-230B, 231A-231B; **Topic 10**: 264A-264B, 265A-265B
M03.A-F.1.1.3: Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator). Example 1: 1/2 = 2/4 Example 2: 4/6 = 2/3	**SE/TE: Topic 10**: 246-247, 248-249, 252-253, 254-257, 258-259, 262-263 **TE: Topic 10**: 246A-246B, 247A-247B, 248A-248B, 249A-249B, 252A-252B, 253A-253B, 254A-254B, 257A-257B, 258A-258B, 259A-259B, 262A-262B, 263A-263B
M03.A-F.1.1.4: Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form 3 = 3/1. Example 2: Recognize that 6/1 = 6.	**SE/TE: Topic 10**: 258-259, 260-261 **TE: Topic 10**: 258A-258B, 259A-259B, 260A-260B, 261A-261B
M03.A-F.1.1.5: Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols >, =, or <, and/or justify the conclusions.	**SE/TE: Topic 10**: 246-247, 248-249, 250-251, 252-253 **TE: Topic 10**: 246A-246B, 247A-247B, 248A-248B, 249A-249B, 250A-250B, 251A-251B, 252A-252B, 253A-253B

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2.2.3 Algebraic Concepts	
A) Operations and Algebraic Thinking	
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.	**SE/TE: Topic 4**: 100-101, 102-103, 104-105, 106-107, 108-109; **Topic 5**: 118-121, 122-123, 124-125, 126-127, 128-129, 132-133; **Topic 6**: 142-143, 144-145, 146-147, 148-151, 152-153, 156-157, 158-159, 160-163; **Topic 7**: 172-173, 174-175, 180-181, 182-183; **Topic 8**: 192-193, 194-197, 198-199, 200-201, 202-203, 204-205, 206-207, 208-209, 210-213; **Topic 9**: 236-237 **TE: Topic 4**: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B, 107A-107B, 108A-108B, 109A-109B; **Topic 5**: 118S-118B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B, 132A-132B, 133A-133B; **Topic 6**: 142A-142B, 143A-143B, 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B 157A-157B, 158A-158A, 159A-159B, 160A-160B, 163A-163B; **Topic 7**: 172A-172B, 173A-173B, 174A-174B, 175A-175B, 180A-180B, 181A-181B, 182A-182B, 183A-183B; **Topic 8**: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 198A-198B, 199A-199B, 200A-200B, 201A-201B, 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B, 210A-201B, 213A-213B; **Topic 9**: 236A-236B, 237A-237B
M03.B-O.1.1.1: Interpret and/or describe products of whole numbers (up to and including 10 × 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5 × 7.	**SE/TE: Topic 4**: 100-101, 102-103, 104-105, 106-107, 108-109 **TE: Topic 4**: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B 107A-107B, 108A-108B, 109A-109B

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M03.B-O.1.1.2: Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10). Example 1: Interpret 48 ÷ 8 as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of shares when 48 objects are partitioned into equal shares of 8 objects each. Example 2: Describe a context in which a number of shares or a number of groups can be expressed as 48 ÷ 8.	**SE/TE: Topic 7**: 172-173, 174-175 **TE: Topic 7**: 172A-172B, 173A-173B, 174A-174B, 175A-175B
M03.B-O.1.2.1: Use multiplication (up to and including 10 × 10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.	**SE/TE: Topic 4**: 100-101, 102-103, 104-105, 106-107, 108-109; **Topic 5**: 118-121, 122-123, 124-125, 126-127, 128-129, 132-133; **Topic 6**: 142-143, 144-145, 146-147, 148-151, 152-153, 156-157, 158-159, 160-163; **Topic 7**: 172-173, 174-175, 180-181, 182-183; **Topic 8**: 192-193, 194-197, 198-199, 200-201, 202-203, 204-205, 206-207, 208-209, 210-213; **Topic 9**: 236-237 **TE: Topic 4**: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B, 107A-107B, 108A-108B, 109A-109B; **Topic 5**: 118S-118B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B, 132A-132B, 133A-133B; **Topic 6**: 142A-142B, 143A-143B, 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B 157A-157B, 158A-158A, 159A-159B, 160A-160B, 163A-163B; **Topic 7**: 172A-172B, 173A-173B, 174A-174B, 175A-175B, 180A-180B, 181A-181B, 182A-182B, 183A-183B; **Topic 8**: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 198A-198B, 199A-199B, 200A-200B, 201A-201B, 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B, 210A-201B, 213A-213B; **Topic 9**: 236A-236B, 237A-237B

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M03.B-O.1.2.2: Determine the unknown whole number in a multiplication (up to and including 10 × 10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.	**SE/TE: Topic 7**: 172-173, 174-175, 176-177, 178-179, 180-181, 182-183; **Topic 8**: 192-193, 194-197, 202-203, 204-205, 206-207, 208-209 **TE: Topic 7**: 172A-172B, 173A-173B, 174A-174B, 175A-175B, 176A-176B, 177A-177B, 178A-178B, 179A-179B, 180A-180B, 181A-181B, 182A-182B, 183A-183B; **Topic 8**: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B
CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.	**SE/TE: Topic 4**: 100-101, 102-103, 104-105, 106-107, 108-109; **Topic 6**: 142-143, 146-147, 154-155; **Topic 8**: 206-207 **TE: Topic 4**: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B, 107A-107B, 108A-108B, 109A-109B; **Topic 6**: 142A-142B, 143A-143B, 146A-146B, 147A-147B, 154A-154B, 155A-155B; **Topic 8**: 206A-206B, 207A-207B
M03.B-O.2.1.1: Apply the commutative property of multiplication (not identification or definition of the property).	**SE/TE: Topic 4**: 104-105; **Topic 5**: 124-125 **Topic 8**: 197 **TE: Topic 4**: 104A-104B, 105A-105B; **Topic 5**: 125A-125B
M03.B-O.2.1.2: Apply the associative property of multiplication (not identification or definition of the property).	**SE/TE: Topic 5**: 142-143; **Topic 7**: 154-155 **TE: Topic 5**: 142A-142B, 143A-143B; **Topic 7**: 155A-155B
M03.B-O.2.2.1: Interpret and/or model division as a multiplication equation with an unknown factor. Example: Find 32 ÷ 8 by solving 8 × ? = 32.	**SE/TE: Topic 7**: 176-177, 178-179, 182-183 **TE: Topic 7**: 176A-176B, 177A-177B, 178A-178B, 179A-179B, 182A-182B, 183A-183B
CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	**SE/TE: Topic 5**: 122-123; **Topic 8**: 192-193, 194-197, 198-199, 200-201, 208-209 **TE: Topic 5**: 122A-122B, 123A-123B; **Topic 8**: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 198A-198B, 199A-199B, 200A-200B, 201A-201B, 208A-208B, 209A-209B

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CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.	**SE/TE: Topic 2**: 32-33, 46-49, 50-53, 56-57; **Topic 3**: 72-73, 74-75, 76-77, 80-81, 82-85, 88-91; **Topic 4**: 108-109; **Topic 5**: 118-121, 122-123, 124-125, 126-127, 128-129, 132-133; **Topic 6**: 144-145, 146-147, 148-151, 152-153, 156-157; **Topic 8**: 202-203 **TE: Topic 2**: 32A-32B, 33A-33B, 46A-46B, 49A-49B, 50A-50B, 53A-53B, 56A-56B, 57A--57B; **Topic 3**: 72A-72B, 73A-73B, 74A-74B, 75A-75B, 76A-76B, 77A-77B, 80A-80B, 81A-81B, 82A-82B, 85A-85B, 88A-88B, 91A-91B; **Topic 4**: 108A-108B, 109A-109B; **Topic 5**: 118A-118B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B, 132A-132B, 133A-133B; **Topic 6**: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B, 157A-157B; **Topic 8**: 202A-202B, 203A-203B
M03.B-O.3.1.1: Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.	**SE/TE: Topic 2**: 46-49, 50-53, 56-57; **Topic 3**: 72-73, 74-75, 76-77, 80-81, 82-85, 88-91; **Topic 5**: 122-123, 124-125, 126-127, 128-129, 132-133;**Topic 6**: 144-145, 146-147, 148-151, 152-153, 156-157; **Topic 8**: 202-203 **TE: Topic 2**: 46A-46B, 49A-49B, 50A-50B, 53A-53B, 56A-56B, 57A-57B; **Topic 3**: 72A-72B, 73A-73B, 74A-74B, 75A-75B, 76A-76B, 77A-77B, 80A-80B, 81A-81B, 82A-82B, 85A-85B, 88A-88B, 91A-91B; **Topic 5**: 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B, 132A-132B, 133A-133B; **Topic 6**: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B, 157A-157B; **Topic 8**: 202A-202B, 203A-203B

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M03.B-O.3.1.2: Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number answers.	**SE/TE: Topic 7**: 178-179, 180-181, 182-183; **Topic 8**: 204-205, 206-207, 208-209 **TE: Topic 7**: 178A-178B, 179A-179B, 180A-180B, 181A-181B, 182A-182B, 183A-183B; **Topic 8**: 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B
M03.B-O.3.1.3: Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers.	**SE/TE: Topic 2**: 46-49, 50-53, 56-57; **Topic 3**: 72-73, 74-75, 76-77, 80-81, 82-85, 88-91; **Topic 5**: 122-123, 124-125, 126-127, 128-129, 132-133; **Topic 6**: 144-145, 146-147, 148-151, 152-153, 156-157; **Topic 8**: 202-203 **TE: Topic 2**: 46A-46B, 49A-49B, 50A-50B, 53A-53B, 56A-56B, 57A-57B; **Topic 3**: 72A-72B, 73A-73B, 74A-74B, 75A-75B, 76A-76B, 77A-77B, 80A-80B, 81A-81B, 82A-82B, 85A-85B, 88A-88B, 91A-91B; **Topic 5**: 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B, 132A-132B, 133A-133B; **Topic 6**: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B, 157A-157B; **Topic 8**: 202A-202B, 203A-203B
M03.B-O.3.1.4: Solve two-step equations using order of operations (equation is explicitly stated with no grouping symbols).	**SE/TE: Topic 7**: 178-179, 180-181, 182-183; **Topic 8**: 204-205, 206-207, 208-209 **TE: Topic 7**: 178A-178B, 179A-179B, 180A-180B, 181A-181B, 182A-182B, 183A-183B; **Topic 8**: 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B

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M03.B-O.3.1.5: Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations. Example 1: Observe that 4 times a number is always even. Example 2: Explain why 6 times a number can be decomposed into three equal addends.	**SE/TE: Topic 2**: 32-33; **Topic 4**: 108-109; **Topic 5**: 118-121, 122-123, 124-125,126-127, 128-129 **TE: Topic 2**: 32A-32B, 33A-33B; **Topic 4**: 108A-108B, 109A-109B; **Topic 5**: 118A-118B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B
M03.B-O.3.1.6: Create or match a story to a given combination of symbols (+, –, ×, ÷, <, >, and =) and numbers.	**SE/TE: Topic 8**: 204-205 **TE: Topic 8**: 205A-205B
M03.B-O.3.1.7: Identify the missing symbol (+, –, ×, ÷, <, >, and =) that makes a number sentence true.	**SE/TE: Topic 6**: 150-151 **TE: Topic 6**: 151A-151B
2.3.3 Geometry	
A) Geometry	
CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.	**SE/TE: Topic 11**: 276-277, 278-279, 280-283, 284-285, 286-287, 288-289, 290-291, 294-295 **TE: Topic 11**: 276A-276B, 277A-277B, 278A-278B, 279A-279B, 280A-280B, 283A-283B, 284A-284B, 285A-285B, 286A-286B, 287A-287B, 288A-288B, 289A-289B, 290A-290B, 291A-291B, 294A-294B, 295A-295B
M03.C-G.1.1.1: Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category. Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides. Example 2: A triangle and a pentagon are both polygons since they are both multi-sided plane figures.	**SE/TE: Topic 11**: 276-277, 278-279, 280-283, 284-285, 286-287, 288-289, 290-291, 294-295 **TE: Topic 11**: 276A-276B, 277A-277B, 278A-278B, 279A-279B, 280A-280B, 283A-283B, 284A-284B, 285A-285B, 286A-286B, 287A-287B, 288A-288B, 289A-289B, 290A-290B, 291A-291B, 294A-294B, 295A-295B

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M03.C-G.1.1.2: Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.	**SE/TE: Topic 11**: 286-287 **TE: Topic 11**: 286A-286B
CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	**SE/TE: Topic 11**: 288-289, 290-291, 292-293; **Topic 14**: 360-361 **TE: Topic 11**: 288A-288B, 289A-289B, 290A-290B, 291A-291B, 292A-292B, 293A-293B; **Topic 14**: 360A-360B, 361A-361B
M03.C-G.1.1.3: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. Example 1: Partition a shape into 4 parts with equal areas. Example 2: Describe the area of each of 8 equal parts as 1/8 of the area of the shape.	**SE/TE: Topic 11**: 288-289, 290-291, 292-293; **Topic 14**: 360-361 **TE: Topic 11**: 288A-288B, 289A-289B, 290A-290B, 291A-291B, 292A-292B, 293A-293B; **Topic 14**: 360A-360B, 361A-361B
2.4.3 Measurement, Data, and Probability	
A) Measurement and Data	
CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length.	**SE/TE: Topic 15**: 374-375, 376-377, 378-379, 380-381, 382-383 **TE: Topic 15**: 374A-374B, 375A-375B, 376A-376B, 377A-377B, 378A-378B, 379A-379B, 380A-380B, 391A-381B, 382A-382B, 383A-383B
M03.D-M.1.2.1: Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).	**SE/TE: Topic 15**: 374-375, 376-377, 378-379, 380-381, 382-383 **TE: Topic 15**: 374A-374B, 375A-375B, 376A-376B, 377A-377B, 378A-378B, 379A-379B, 380A-380B, 391A-381B, 382A-382B, 383A-383B

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M03.D-M.1.2.2: Add, subtract, multiply, and divide to solve onestep word problems involving masses or liquid volumes that are given in the same units.	**SE/TE: Topic 15**: 374-375, 376-377, 378-379, 380-381, 382-383 **TE: Topic 15**: 374A-374B, 375A-375B, 376A-376B, 377A-377B, 378A-378B, 379A-379B, 380A-380B, 391A-381B, 382A-382B, 383A-383B
M03.D-M.1.2.3: Use a ruler to measure lengths to the nearest quarter inch or centimeter.	**SE/TE: Topic 13**: 326-327; **Topic 14**: 362-363 **TE: Topic 13**: 326B, 327B; **Topic 14**: 363A-363B
CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.	**SE/TE: Topic 12**: 304-307, 308-309, 310-311, 312-313, 314-315 **TE: Topic 12**: 304A-304B, 307A-307B, 308A-308B, 309A-309B, 310A-310B, 311A-311B, 312A-312B, 313A-313B, 314A-314B, 315A-315B
M03.D-M.1.1.1: Tell, show, and/or write time (analog) to the nearest minute.	**SE/TE: Topic 12**: 308-309 **TE: Topic 12**: 308A-308B, 309A-309B
M03.D-M.1.1.2: Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).	**SE/TE: Topic 12**: 312-313 **TE: Topic 12**: 312A-312B, 313A-313B
CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.	**SE/TE: Topic 2**: 48-49; **Topic 6**: 162; **Topic 8**: 212 **TE: Topic 2**: 50A; **Topic 4**: 108B; **Topic 5**: 133B; **Topic 6**: 160A; **Topic 14**: 346A

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M03.D-M.1.3.1: Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than $5.00.	**SE/TE: Topic 1**: 2-3; **Topic 2**: 48-49 **TE: Topic 13**: 333A-333B
M03.D-M.1.3.2: Make change for an amount up to $5.00 with no more than $2.00 change given (penny, nickel, dime, quarter, and dollar).	**SE/TE: Topic 2**: 48-49 **TE: Topic 2**: 50A
M03.D-M.1.3.3: Round amounts of money to the nearest dollar.	**SE/TE: Topic 2**: 48-49; **Topic 3**: 76-77 **TE: Topic 2**: 42A; **Topic 3**: 76A-76B
CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	**SE/TE: Topic 3**: 76-77, 88-91; **Topic 16**: 392-393, 394-395, 396-399, 400-401, 402-403, 404-405 **TE: Topic 3**: 76A-76B, 77A-77B, 88A-88B, 91A-91B; **Topic 16**: 392A-392B, 393A-393B, 394A-394B, 395A-395B, 396A-396B, 399A-399B, 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B
M03.D-M.2.1.1: Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).	**SE/TE: Topic 3**: 76-77, 88-91; **Topic 16**: 396-399, 400-401, 402-403, 404-405 **TE: Topic 3**: 76A-76B, 77A-77B, 88A-88B, 91A-91B; **Topic 16**: 396A-396B, 399A-399B, 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B
M03.D-M.2.1.2: Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) “Which category is the largest?” Example 2: (Two-step) “How many more are in category A than in category B?”	**SE/TE: Topic 16**: 392-393, 394-395, 396-399, 400-401, 402-403, 404-405 **TE: Topic 16**: 392A-392B, 393A-393B, 394A-394B, 395A-395B, 396A-396B, 399A-399B, 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B
M03.D-M.2.1.3: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.	**SE/TE: Topic 16**: 392-393, 394-395 **TE: Topic 16**: 392A-392B, 393A-393B, 394A-394B, 395A-395B

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M03.D-M.2.1.4: Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables. Example: Convert a tally chart to a bar graph.	**SE/TE: Topic 16**: 400-401, 402-403 **TE: Topic 16**: 400A-400B, 401A-401B, 402A-402B
CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.	**SE/TE: Topic 14**: 342-343, 344-345, 352-353, 360-361, 362-363 **TE: Topic 14**: 342A-342B, 343A-343B, 344A-344B, 345A-345B, 352A-352B, 353A-353B, 360A-360B, 361A-361B, 362A-362B, 363A-363B
M03.D-M.3.1.1: Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).	**SE/TE: Topic 14**: 342-343, 346-347, 352-353 **TE: Topic 14**: 342A-342B, 343A-343B, 346A-346B, 347A-347B, 352A-352B, 353A-353B
M03.D-M.3.1.2: Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	**SE/TE: Topic 14**: 348-349, 358-359 **TE: Topic 14**: 348A-348B, 349A-349B, 358A-358B, 359A-359B
CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.	**SE/TE: Topic 13**: 324-325, 326-327, 328-329, 330-331, 332-333 **TE: Topic 13**: 324A-324B, 325A-325B, 326A-326B, 327A-327B, 328A-328B, 329A-329B, 330A-330B, 331A-331B, 332A-332B, 333A-333B
M03.D-M.4.1.1: Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.	**SE/TE: Topic 6**: 160-163; **Topic 13**: 324-325, 326-327, 328-329, 330-331, 332-333; **Topic 14**: 358-359 **TE: Topic 6**: 160A-160B, 163A-163B; **Topic 13**: 324A-324B, 325A-325B, 326A-326B, 327A-327B, 328A-328B, 329A-329B, 330A-330B, 331A-331B, 332A-332B, 333A-333B; **Topic 14**: 358A-358B, 359A-359B

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2.1.4 Numbers and Operations	
B) Numbers and Operations in Base Ten	
CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multi- digit whole numbers.	**SE/TE: Topic 3**: 66-67, 68-69, 80-81, 82-83; **Topic 10**: 232-235 **TE: Topic 3**: 66A, 67A-67B, 68A, 69A-69B, 80A, 81A-81B; **Topic 10**: 232A, 235A-235B
M04.A-T.1.1.1: Demonstrate an understanding that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it represents in the place to its right. Example: Recognize that in the number 770, the 7 in the hundreds place is ten times the 7 in the tens place.	**SE/TE: Topic 3**: 66-67, 68-69, 80-81, 82-83; **Topic 10**: 232-235 **TE: Topic 3**: 66A, 67A-67B, 68A, 69A-69B, 80A, 81A-81B; **Topic 10**: 232A, 235A-235B
M04.A-T.1.1.2: Read and write whole numbers in expanded, standard, and word form through 1,000,000.	**SE/TE: Topic 3**: 66-67, 68-69, 70-73, 74-77, 82-83 **TE: Topic 3**: 66A, 67A-67B, 68A, 69A-69B, 70A, 73A-73B, 74A, 77A-77B
M04.A-T.1.1.3: Compare two multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using >, =, and < symbols.	**SE/TE: Topic 3**: 70-73, 74-77 **TE: Topic 3**: 73A-73B, 74A, 77A-77B
M04.A-T.1.1.4: Round multi-digit whole numbers (through 1,000,000) to any place.	**SE/TE: Topic 3**: 78-79; **Topic 4**: 90-93, 94-95; **Topic 5**: 122-123, 124-125, 126-129; **Topic 6**: 152-153, 172-173, 174-175 **TE: Topic 3**: 78A, 79A-79B; **Topic 4**: 90A, 93A-93B, 94A, 95A-95B; **Topic 5**: 122A, 123A-123B, 124A, 125A-125B, 126A, 129A-129B; **Topic 6**: 152A, 153A-153B, 172A, 173A-173B, 174A, 175A-175B
CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	**SE/TE: Topic 4**: 94-95, 96-99, 100-101, 102-103, 104-107, 108-109 **TE: Topic 4**: 94A, 95A-95B, 96A, 99A-99B, 100A, 101A-101B, 102A, 103A-103B, 104A, 107A-107B

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M04.A-T.2.1.1: Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).	**SE/TE: Topic 4**: 94-95, 96-99, 100-101, 102-103, 104-107, 108-109 **TE: Topic 4**: 94A, 95A-95B, 96A, 99A-99B, 100A, 101A-101B, 102A, 103A-103B, 104A, 107A-107B
M04.A-T.2.1.2: Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.	**SE/TE: Topic 5**: 116-117, 118-119, 120-121, 122-123, 124-125, 126-129; **Topic 6**: 138-141, 142-143, 144-147, 148-151, 152-153, 154-157; **Topic 7**: 166-169, 170-171, 174-175, 176-177; **Topic 8**: 186-189, 190-191, 192-193, 194-195, 196-197; **Topic 9**: 214-217; **Topic 10**: 246-247 **TE: Topic 5**: 116A, 117A-117B, 118A, 119A-119B, 120A, 121A-121B, 122A, 123A-123B, 124A, 125A-125B, 126A, 129A-129B; **Topic 6**: 138A, 141A-141B, 142A, 143A-143B, 144A, 147A-147B, 148A, 151A-151B, 152A, 153A-153B, 154A, 157A-157B; **Topic 7**: 166A, 169A-169B, 170A, 171A-171B, 174A, 175A-175B, 176A, 177A-177B; **Topic 8**: 186A, 189A-189B, 190A, 191A-191B, 192A, 193A-193B, 194A, 195A-195B, 196A, 197A-197B; **Topic 9**: 214A, 217A-217B; **Topic 10**: 246A, 247A-247B
M04.A-T.2.1.3: Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.	**SE/TE: Topic 9**: 206-207, 208-209, 210-211, 212-213, 214-217, 218-219; **Topic 10**: 228-229, 230-231, 232-235, 236-239, 240-241, 242-243, 244-245 **TE: Topic 9**: 206A, 207A-207B, 208A, 209A-209B, 210A, 211A-211B, 212A, 213A-213B, 214A, 217A-217B, 218A, 219A-219B; **Topic 10**: 228A, 229A-229B, 230A, 231A-231B, 232A, 235A-235B, 236A, 239A-239B, 240A, 241A-241B, 242A, 243A-243B, 244A, 245A-245B
M04.A-T.2.1.4: Estimate the answer to addition, subtraction, and multiplication problems using whole numbers through six digits (for multiplication, no more than 2 digits × 1 digit, excluding powers of 10).	**SE/TE: Topic 4**: 94-95; **Topic 5**: 124-125, 126-129 **Topic 7**: 172-173, 174-175 **TE: Topic 4**: 94A, 95A-95B; **Topic 5**:124A, 125A-125B, 126A, 129A-129B; **Topic 7**: 172A-172B, 174A-174B

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C) Numbers and Operations—Fractions	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	**SE/TE: Topic 11**: 264-267, 268-269, 274-275, 276-279, 280-283 **TE: Topic 11**: 264A, 267A-267B, 268A, 269A-269B, 274A-274B, 276A, 279A-279B
M04.A-F.1.1.1: Recognize and generate equivalent fractions.	**SE/TE: Topic 11**: 264-267, 268-269, 276-279, 280-283 **TE: Topic 11**: 264A, 267A-267B, 268A, 269A-269B, 276A, 279A-279B
M04.A-F.1.1.2: Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols >, =, or < and justify the conclusions.	**SE/TE: Topic 11**: 264-267, 268-269, 270-273, 274-275, 276-279 **TE: Topic 11**: 264A, 267A-267B, 268A, 269A-269B, 270A, 273A-273B, 274A, 275A-275B, 276A, 279A-279B
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	**SE/TE: Topic 12**: 292-293, 294-295, 296-297, 298-301, 302-305, 306-309, 310-311, 312-313**,** 314-315, 320 **TE: Topic 12**: 290A, 291A-291B, 292A, 293A-293B, 294A, 295A-295B, 296A, 297A-297B, 298A, 301A-301B, 302A, 305A-305B, 306A, 309A-309B, 310A, 311A-311B, 312A, 313A-313B, 314A, 315A-315B
M04.A-F.2.1.1: Add and subtract fractions with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; answers do not need to be simplified; and no improper fractions as the final answer).	**SE/TE: Topic 12**: 302-305, 306-309, 314-315, 320 **TE: Topic 12**: 290A, 291A-291B, 302A, 305A-305B, 306A, 309A-309B, 314A, 315A-315B

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M04.A-F.2.1.2: Decompose a fraction or a mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model). Example 1: 3/8 = 1/8 + 1/8 + 1/8 OR 3/8 = 1/8 + 2/8 Example 2: 2 1/12 = 1 + 1 + 1/12 = 12/12 + 12/12 + 1/12	**SE/TE: Topic 12**: 302-305, 306-309, 314-315 **TE: Topic 12**: 302A, 305A-305B, 306A, 309A-309B, 314A, 315A-315B
M04.A-F.2.1.3: Add and subtract mixed numbers with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; no regrouping with subtraction; fractions do not need to be simplified; and no improper fractions as the final answers).	**SE/TE: Topic 12**: 302-305, 306-309, 310-311, 312-313 **TE: Topic 12**: 302A, 305A-305B, 306A, 309A-309B, 310A, 311A-311B, 312A, 313A-313B
M04.A-F.2.1.4: Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).	**SE/TE: Topic 12**: 292-293, 294-295, 296-297, 298-301, 316-319 **TE: Topic 12**: 292A, 293A-293B, 294A, 295A-295B, 296A, 297A-297B, 298A, 301A-301B, 316A, 319A-319B
M04.A-F.2.1.5: Multiply a whole number by a unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number). Example: 5 × (1/4) = 5/4	**SE/TE: Topic 13**: 330-331, 332-333, 334-335, 356 **TE: Topic 13**: 330A, 331A-331B, 332A, 333A-333B, 334A, 355A-335B
M04.A-F.2.1.6: Multiply a whole number by a non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number). Example: 3 × (5/6) = 15/6	**SE/TE: Topic 13**: 332-333, 334-335, 356 **TE: Topic 13**: 333A-333B, 334A, 355A-335B
M04.A-F.2.1.7: Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).	**SE/TE: Topic 13**: 334-335 **TE: Topic 13**: 334A, 355A-335B

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CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).	**SE/TE: Topic 13**: 336-337, 338-341, 342-345, 354-355, 357-358 **TE: Topic 13**: 336A, 337A-337B, 338A, 341A-341B, 342A,345A -345B, 354A, 355A-355B
M04.A-F.3.1.1: Add two fractions with respective denominators 10 and 100. Example: Express 3/10 as 30/100, and add 3/10 + 4/100 = 30/100 + 4/100 = 34/100.	**SE/TE: Topic 13**: 336-337, 338-341, 342-345; 357-358; **Topic 15**: 406-407, 415 **TE: Topic 13**: 336A, 337A-337B, 338A, 341A-341B, 342A, 345A-345B; **Topic 15**: 406A-406B, 407A-407B
M04.A-F.3.1.2: Use decimal notation for fractions with denominators 10 or 100. Example: Rewrite 0.62 as 62/100 and vice versa.	**SE/TE: Topic 13**: 336-337, 338-341, 342-345, 354-355, 357-358 **TE: Topic 13**: 336A, 337A-337B, 338A, 341A-341B, 342A,345A -345B, 354A, 355A-355B
M04.A-F.3.1.3: Compare two decimals to hundredths using the symbols >, =, or <, and justify the conclusions.	**SE/TE: Topic 13**: 346-347, 348-351, 352-353, 358-359 **TE: Topic 13**: 346A, 347A-347B, 348A, 351A-351B, 352A, 353A-353B

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2.2.4 Algebraic Concepts	
A) Operations and Algebraic Thinking	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	**SE/TE: Topic 1**: 18-19, 26-27, 28-29, 30-31; **Topic 2**: 54-57; **Topic 4**: 90-93, 94-95; **Topic 5**: 122-123, 126-129; **Topic 6**: 142-143, 144-147, 152-153, 154-157; **Topic 7**: 170-171, 172-173, 174-175, 176-177; **Topic 8**: 196-197; **Topic 9**: 206-207, 208-209, 210-211, 218-219; **Topic 10**: 246-247 **TE: Topic 1**: 18A, 19A-19B, 26A, 27A-27B, 28A, 29A-29B, 30A, 31A-31B; **Topic 2**: 54A, 57A-57B; **Topic 4**: 90A, 93A-93B, 94A, 94A-95B; **Topic 5**: 122A, 123A-123B, 126A, 192A-129B; **Topic 6**: 142A, 143A-143B, 144A, 147A-147B, 152A, 153A-153B, 154A, 157A-157B; **Topic 7**: 170A, 171A-171B, 172A, 173A-173B, 174A, 175A-175B, 176A, 177A-177; **Topic 8**: 196A, 197A-197B; **Topic 9**: 206A, 207A-207B, 208A, 209A-209B, 210A, 211A-211B, 218A, 219A-219B; **Topic 10**: 246A, 247A-247B
M04.B-O.1.1.1: Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations. Example 1: Interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Example 2: Know that the statement 24 is 3 times as many as 8 can be represented by the equation 24 = 3 × 8 or 24 = 8 × 3.	**SE/TE: Topic 1**: 6-9, 12-13, 24-25 **TE: Topic 1**: 6A, 9A-9B, 12A, 13A-13B, 24A, 25A-25B
M04.B-O.1.1.2: Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Example: Know that 3 × 4 can be used to represent that Student A has 4 objects and Student B has 3 times as many objects not just 3 more objects.	**SE/TE: Topic 1**: 6-9, 20-23, 26-27, 28-29, 30-31; **Topic 9**: 218-219 **TE: Topic 1**: 6A, 9A-9B, 20A, 23A-23B, 26A, 27A-27B, 28A, 29A-29B, 30A, 31A-31B; **Topic 9**: 218A, 219A-219B

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M04.B-O.1.1.3: Solve multi-step word problems posed with whole numbers using the four operations. Answers will be either whole numbers or have remainders that must be interpreted yielding a final answer that is a whole number. Represent these problems using equations with a symbol or letter standing for the unknown quantity.	**SE/TE: Topic 1**: 18-19, 26-27, 28-29, 30-31; **Topic 2**: 54-57; **Topic 4**: 90-93, 94-95; **Topic 5**: 122-123, 126-129; **Topic 6**: 142-143, 144-147, 152-153, 154-157; **Topic 7**: 170-171, 172-173, 174-175, 176-177; **Topic 8**: 196-197; **Topic 9**: 206-207, 208-209, 210-211, 218-219; **Topic 10**: 246-247 **TE: Topic 1**: 18A, 19A-19B, 26A, 27A-27B, 28A, 29A-29B, 30A, 31A-31B; **Topic 2**: 54A, 57A-57B; **Topic 4**: 90A, 93A-93B, 94A, 94A-95B; **Topic 5**: 122A, 123A-123B, 126A, 192A-129B; **Topic 6**: 142A, 143A-143B, 144A, 147A-147B, 152A, 153A-153B, 154A, 157A-157B; **Topic 7**: 170A, 171A-171B, 172A, 173A-173B, 174A, 175A-175B, 176A, 177A-177; **Topic 8**: 196A, 197A-197B; **Topic 9**: 206A, 207A-207B, 208A, 209A-209B, 210A, 211A-211B, 218A, 219A-219B; **Topic 10**: 246A, 247A-247B
M04.B-O.1.1.4: Identify the missing symbol (+, –, ×, ÷, =, <, and >) that makes a number sentence true (single-digit divisor only).	**SE/TE: Topic 11**: 270-272, 284-285 **TE: Topic 11**: 270A-270B
CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	**SE/TE: Topic 1**: 14-17; **Topic 11**: 258-259, 260-261, 262-263, 280-281 **TE: Topic 1**: 14A, 17A-17B; **Topic 11**: 258A, 259A-259B, 260A, 261A-261B, 262A, 263A-263B
M04.B-O.2.1.1: Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one digit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.	**SE/TE: Topic 1**: 14-17; **Topic 11**: 258-259, 260-261, 262-263, 280-281 **TE: Topic 1**: 14A, 17A-17B; **Topic 11**: 258A, 259A-259B, 260A, 261A-261B, 262A, 263A-263B

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CC.2.2.4.A.4 Generate and analyze patterns using one rule.	**SE/TE: Topic 1**: 10-11, 18-19; **Topic 2**: 40-41, 42-43, 44-45, 46-49, 50-53, 54-57; **Topic 11**: 258-259, 262-263; **Topic 16**: 442-443 **TE: Topic 1**: 10A, 11A-11B, 18A, 19A-19B; **Topic 2**: 40A, 41A-41B, 42A, 43A-43B, 44A, 45A-45B, 46A, 49A-49B, 50A, 53A-53B, 54A, 57A-57B; **Topic 11**: 258A, 259A-259B, 262A, 263A-263B; **Topic 16**: 442A, 443A-443B
M04.B-O.3.1.1: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Example 1: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms alternate between odd and even numbers. Example 2: Given the rule "increase the number of sides by 1" and starting with a triangle, observe that the tops of the shapes alternate between a side and a vertex.	**SE/TE: Topic 1**: 10-11, 18-19; **Topic 2**: 40-41, 42-43, 44-45, 46-49, 50-53, 54-57; **Topic 11**: 258-259, 262-263; **Topic 16**: 442-443 **TE: Topic 1**: 10A, 11A-11B, 18A, 19A-19B; **Topic 2**: 40A, 41A-41B, 42A, 43A-43B, 44A, 45A-45B, 46A, 49A-49B, 50A, 53A-53B, 54A, 57A-57B; **Topic 11**: 258A, 259A-259B, 262A, 263A-263B; **Topic 16**: 442A, 443A-443B
M04.B-O.3.1.2: Determine the missing elements in a function table (limit to +, –, or × and to whole numbers or money).	**SE/TE: Topic 2**: 44-45 **TE: Topic 2**: 44A, 45A-45B, 46A
M04.B-O.3.1.3: Determine the rule for a function given a table (limit to +, –, or × and to whole numbers).	**SE/TE: Topic 2**: 44-45, 46-49, 54-57 **TE: Topic 2**: 44A, 45A-45B, 46A, 54A, 57A-57B
2.3.4 Geometry	
A) Geometry	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.	**SE/TE: Topic 16**: 422-423, 424-425, 426-427, 428-429, 430-431 **TE: Topic 16**: 422A, 423A-423B, 424A, 425A-425B, 426A, 437A-427B, 428A, 429A-429B, 430A, 431A-431B

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M04.C-G.1.1.1: Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two dimensional figures.	**SE/TE: Topic 16**: 422-423, 424-425, 426-427, 428-429, 430-431 **TE: Topic 16**: 422A, 423A-423B, 424A, 425A-425B, 426A, 437A-427B, 428A, 429A-429B, 430A, 431A-431B
C.2.3.4.A.2 Classify two- dimensional figures by properties of their lines and angles.	**SE/TE: Topic 16**: 434-435, 436-437, 438-439, 442-443 **TE: Topic 16**: 434A, 435A-435B, 436A, 437A-437B, 438A, 439A-439B, 442A, 443A-443B
M04.C-G.1.1.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**SE/TE: Topic 16**: 434-435, 436-437, 438-439, 442-443 **TE: Topic 16**: 434A, 435A-435B, 436A, 437A-437B, 438A, 439A-439B, 442A, 443A-443B
CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.	**SE/TE: Topic 16**: 440-441, 447 **TE: Topic 16**: 440A, 440B, 441A, 441B
M04.C-G.1.1.3: Recognize a line of symmetry for a two dimensional figure as a line across the figure such that the figure can be folded along the line into mirroring parts. Identify line-symmetric figures and draw lines of symmetry (up to two lines of symmetry).	**SE/TE: Topic 16**: 440-441, 447 **TE: Topic 16**: 440A, 440B, 441A, 441B
2.4.4 Measurement, Data, and Probability	
A) Measurement and Data	
CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	**SE/TE: Topic 13**: 352-353, 354-355, 359; **Topic 14**: 380-381, 382-383, 388-389, 390-391, 394, 395; **Topic 15**: 404-405, 406-407, 410-413, 414, 415 **TE: Topic 13**: 352A, 363A-353B, 354A, 355A-355B; **Topic 14**: 380A, 381A-381B, 382A, 383A-383B, 388A, 389A-389B, 390A, 391A-391B; **Topic 15**: 404A, 405A-405B, 406A, 407A-407B, 410A, 413A-413B

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M04.D-M.1.1.1: Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; and c, pt, qt, gal), metric units (cm, m, km; g, kg; and mL, L), and time (sec, min, hr, day, wk, mo, and yr). Within a single system of measurement, express measurements in a larger unit in terms ofa smaller unit. A table of equivalencies will be provided. Example 1: Know that 1 kg is 1,000 times as heavy as 1 g. Example 2: Express the length of a 4-foot snake as 48 in.	**SE/TE: Topic 13**: 354-355; **Topic 14**: 366-367, 368-369, 370-371, 372-375, 376-377, 378-379, 380-381, 382-383, 384-387, 388-389, 390-391 **TE: Topic 13**: 354A, 355A-355B; **Topic 14**: 366A, 367A-367B, 368A, 369A-369B, 370A, 371A-371B, 372A, 375A-375B, 376A, 377A-377B, 378A, 379A-379B, 380A, 381A-381B, 382A, 38A-383B, 384A, 387A-387B, 388A, 389A-389B, 390A, 391A-391B
M04.D-M.1.1.2: Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	**SE/TE: Topic 13**: 352-353, 354-355, 359; **Topic 14**: 380-381, 382-383, 388-389, 390-391, 394, 395; **Topic 15**: 404-405, 406-407, 410-413, 414, 415 **TE: Topic 13**: 352A, 363A-353B, 354A, 355A-355B; **Topic 14**: 380A, 381A-381B, 382A, 383A-383B, 388A, 389A-389B, 390A, 391A-391B; **Topic 15**: 404A, 405A-405B, 406A, 407A-407B, 410A, 413A-413B
M04.D-M.1.1.3: Apply the area and perimeter formulas for rectangles in real-world and mathematical problems (may include finding a missing side length). Whole numbers only. The formulas will be provided.	**SE/TE: Topic 15**: 402-403, 414 **TE: Topic 15**: 402A, 403A-403B
M04.D-M.1.1.4: Identify time (analog or digital) as the amount of minutes before or after the hour. Example 1: 2:50 is the same as 10 minutes before 3:00. Example 2: Quarter past six is the same as 6:15.	**SE/TE: Topic 16**: 388-389, 390-391 **TE: Topic 16**: 388A-388B, 389A-389B, 390A-390B, 391A-391B
CC.2.4.4.A.2 Translate information from one type of data display to another.	**SE/TE: Topic 15**: 408-409, 410-411 **TE: Topic 15**: 409A-409B, 410A-410B
M04.D-M.2.1.3: Translate information from one type of display to another (table, chart, bar graph, or pictograph).	**SE/TE: Topic 15**: 408-409, 410-411 **TE: Topic 15**: 409A-409B, 410A-410B

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CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.	**SE/TE: Topic 15**: 408-409, 415 **TE: Topic 15**: 408A, 409A-409B
M04.D-M.2.1.1: Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of 1/2, 1/4, or 1/8).	**SE/TE: Topic 15**: 408-409, 415 **TE: Topic 15**: 408A, 409A-409B
M04.D-M.2.1.2: Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be labeled with common denominators, such as 1/4, 2/4, 3/4).	**SE/TE: Topic 15**: 408-409, 415 **TE: Topic 15**: 408A, 409A-409B
CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	**SE/TE: Topic 16**: 432-433, 446 **TE: Topic 16**: 432A, 432B, 433A, 433B
M04.D-M.3.1.1: Measure angles in whole-number degrees using a protractor. With the aid of a protractor, sketch angles of specified measure.	**SE/TE: Topic 16**: 430-431, 432-433 **TE: Topic 16**: 419B, 430A, 430B, 431A, 431B
M04.D-M.3.1.2: Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems. (Angles must be adjacent and non-overlapping.)	**SE/TE: Topic 16**: 432-433, 446 **TE: Topic 16**: 432A, 432B, 433A, 433B

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2.1.5 Numbers and Operations	
B) Numbers and Operations in Base Ten	
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	**SE/TE: Topic 1**: 6-7, 8-11, 12-13, 14-15; **Topic 2**: 34-35 **TE: Topic 1**: 6A-6B, 7A-7B, 8A-8B, 11A-11B, 12A-12B, 13A-13B, 14A-14B, 15A-15B; **Topic 2**: 34A-34B, 35A-35B
M05.A-T.1.1.1: Demonstrate an understanding that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left. Example: Recognize that in the number 770, the 7 in the tens place is 1/10 the 7 in the hundreds place.	**SE/TE: Topic 1**: 8-11, 12-13; **Topic 6**: 160-161, 146-147; **Topic 7**: 170-171 **TE: Topic 1**: 8A-8B, 11A-11B, 12A-12B, 13A-13B; **Topic 6**: 160A-160B, 161A-161B, 146A-146B, 147A-147B; **Topic 7**: 170A-170B, 171A-171B
M05.A-T.1.1.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. Example 1: $4 \times 102 = 400$ Example 2: $0.05 \div 103 = 0.00005$	**SE/TE: Topic 3**: 66-67, 70-71; **Topic 6**: 146-147, 170-171 **TE: Topic 3**: 66A-66B, 67A-67B, 70A-70B, 71A-71B; **Topic 6**: 146A-146B, 147A-147B, 170A-170B, 171A-171B
M05.A-T.1.1.3: Read and write decimals to thousandths using base-ten numerals, word form, and expanded form. Example: $347.392 = 300 + 40 + 7 + 0.3 + 0.09 + 0.002 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (0.1) + 9 \times (0.01) + 2 \times (0.001)$	**SE/TE: Topic 1**: 8-11, 12-13, 14-15 **TE: Topic 1**: 8A-8B, 11A-11B, 12A-12B, 13A-13B, 14A-14B, 15A-15B
M05.A-T.1.1.4: Compare two decimals to thousandths based on meanings of the digits in each place using >, =, and < symbols.	**SE/TE: Topic 1**: 16-17 **TE: Topic 1**: 16A-16B, 17A-17B
M05.A-T.1.1.5: Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).	**SE/TE: Topic 2**: 34-35 **TE: Topic 2**: 34A-34B, 35A-35B

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CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	**SE/TE: Topic 3**: 68-69, 72-73, 74-77, 78-79, 80-81, 82-83; **Topic 4**: 92-93, 94-95, 96-97, 98-101, 102-104, 106-109, 110-111; **Topic 5**: 120-121, 122-123, 124-125, 126-127, 128-131, 132-133, 134-135, 136-137;**Topic 6**: 146-147, 148-149, 150-151, 152-155, 156-157, 158-159, 160-161; **Topic 7**: 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-184 **TE: Topic 3**: 68A-68B, 69A-69B, 72A-72B, 73A-73B, 74A-74B, 77A-77B, 78A-78B, 79A-79B, 80A-80B, 81A-81B, 82A-82B, 83A-83B; **Topic 4**: 92A-92B, 93A-93B, 94A-94B, 95A-95B, 96A-96B, 97A-97B, 98A-98B, 101A-101B, 102A-102B, 104A-104B, 106A-106B, 109A-109B, 110A-110A, 111A-111B; **Topic 5**: 120A-120B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 131A-131B, 132A-132B, 133A-133B, 134A-134B, 135A-135B, 136A-136B, 137A-137B; **Topic 6**: 146A-146B, 147A-147B, 148A-148B, 149A-149B, 150A-150B, 151A-151B, 152A-152B, 155A-155B, 156A-156B, 157A-157B, 158A-158B, 159A-159B, 160A-160B, 161A161B; **Topic 7**: 170A-170B, 171A-171B, 172A-172B, 173A-173B, 174A-174B, 175A-175B, 176A-176B, 177A-177B, 178A-178B, 179A-179B, 180A-180B, 181A-181B, 182A-182B, 184A-184B
M05.A-T.2.1.1: Multiply multi-digit whole numbers (not to exceed three-digit by three-digit).	**SE/TE: Topic 3**: 68-69, 72-73, 74-77, 78-79, 80-81, 82-83 **TE: Topic 3**: 68A-68B, 69A-69B, 72A-72B, 73A-73B, 74A-74B, 77A-77B, 78A-78B, 79A-79B, 80A-80B, 81A-81B, 82A-82B, 83A-83B

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M05.A-T.2.1.2: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.	**SE/TE: Topic 3**: 64-65; **Topic 4**: 92-93, 94-95, 96-97, 98-101, 102-104, 106-109, 110-111; **Topic 5**: 120-121, 122-123, 124-125, 126-127, 128-131, 132-133, 134-135, 136-137 **TE: Topic 3**: 64A-64B, 65A-65B; **Topic 4**: 92A-92B, 93A-93B, 94A-94B, 95A-95B, 96A-96B, 97A-97B, 98A-98B, 101A-101B, 102A-102B, 104A-104B, 106A-106B, 109A-109B, 110A-110A, 111A-111B; **Topic 5**: 120A-120B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 131A-131B, 132A-132B, 133A-133B, 134A-134B, 135A-135B, 136A-136B, 137A-137B
M05.A-T.2.1.3: Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).	**SE/TE: Topic 2**: 30-33, 36-39, 40-43, 44-45, 46-47, 48-49, 50-51; **Topic 6**: 146-147, 148-149, 150-151, 152-155, 156-157, 158-159, 160-161; **Topic 7**: 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-184 **TE: Topic 2**: 30A-30B, 33A-33B, 36A-36B, 39A-39B, 40A-40B, 43A-43B, 44A-44B, 45A-45B, 46A-46B, 47A-47B, 48A-48B, 49A-49B, 50A-50B, 51A-51B; **Topic 6**: 146A-146B, 147A-147B, 148A-148B, 149A-149B, 150A-150B, 151A-151B, 152A-152B, 155A-155B, 156A-156B, 157A-157B, 158A-158B, 159A-159B, 160A-160B, 161A161B; **Topic 7**: 170A-170B, 171A-171B, 172A-172B, 173A-173B, 174A-174B, 175A-175B, 176A-176B, 177A-177B, 178A-178B, 179A-179B, 180A-180B, 181A-181B, 182A-182B, 184A-184B

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C) Numbers and Operations—Fractions	
CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.	**SE/TE: Topic 9**: 222-223, 224-225, 228-229, 230-231, 232-233, 234-235, 236-237, 238-239, 240-243; **Topic 10**: 252-253, 254-255, 256-259, 260-261, 262-263, 264-265, 266-267 **TE: Topic 9**: 222A-222B, 223A-223B, 224A-224B, 225A-225B, 228A-228B, 229A-229B, 230A-230B, 231A-231B, 232A-232B, 233A-233B, 234A-234B, 235A-235B, 236A-236B, 237A-237B, 238A-238B, 239A-239B, 240A-240B, 243A-243B; **Topic 10**: 252A-252B, 253A-253B, 254A-254B, 255A-255B, 256A-256B, 259A-259B, 260A-260B, 261A-261B, 262A-262B, 263A-263B, 264A-264B, 265A-265B, 266A-266B, 267A-267B
M05.A-F.1.1.1: Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.) Example: 2/3 + 5/4 = 8/12 + 15/12 = 23/12	**SE/TE: Topic 9**: 222-223, 224-225, 228-229, 230-231, 232-233, 234-235, 236-237, 238-239, 240-243; **Topic 10**: 252-253, 254-255, 256-259, 260-261, 262-263, 264-265, 266-267 **TE: Topic 9**: 222A-222B, 223A-223B, 224A-224B, 225A-225B, 228A-228B, 229A-229B, 230A-230B, 231A-231B, 232A-232B, 233A-233B, 234A-234B, 235A-235B, 236A-236B, 237A-237B, 238A-238B, 239A-239B, 240A-240B, 243A-243B; **Topic 10**: 252A-252B, 253A-253B, 254A-254B, 255A-255B, 256A-256B, 259A-259B, 260A-260B, 261A-261B, 262A-262B, 263A-263B, 264A-264B, 265A-265B, 266A-266B, 267A-267B
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**SE/TE: Topic 11**: 276-277, 278-279, 282-285, 288-289 **TE: Topic 11**: 276A-276B, 277A-277B, 278A-278B, 279A-279B, 282A-282B, 285A-285B, 288A-288B, 289A-289B
M05.A-F.2.1.1: Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).	**SE/TE: Topic 11**: 276-277 **TE: Topic 11**: 276A-276B, 277A-277B

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M05.A-F.2.1.2: Multiply a fraction (including mixed numbers) by a fraction.	**SE/TE: Topic 11**: 278-279, 282-285, 288-289 **TE: Topic 11**: 278A-278B, 279A-279B, 282A-282B, 285A-285B, 288A-288B, 289A-289B
M05.A-F.2.1.3: Demonstrate an understanding of multiplication as scaling (resizing). Example 1: Comparing the size of a product to the size of one factor on the basis of the size of the other factor without performing the indicated multiplication. Example 2: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.	**SE/TE: Topic 11**: 290-291 **TE: Topic 11**: 290A-290B, 291A-291B
M05.A-F.2.1.4: Divide unit fractions by whole numbers and whole numbers by unit fractions.	**SE/TE: Topic 11**: 294-295, 296-297, 298-299 **TE: Topic 11**: 294A-294B, 295A-295B, 296A-296B, 397A-297B, 298A-298B, 299A-299B
2.2.5 Algebraic Concepts	
A) Operations and Algebraic Thinking	
CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations.	**SE/TE: Topic 3**: 72-73, 82-83; **Topic 4**: 110-111; **Topic 8**: 194-195, 196-199, 200-201, 202-203**,** 210-211, 212-213 **TE: Topic 3**: 72A-72B, 73A-73B, 82A-82B, 83A-83B; **Topic 4**: 110A-110B, 111A-111B; **Topic 8**: 194A-194B, 195A-195B, 196A-196B, 199A-199B, 200A-200B, 201A-201B, 202A-202B, 203A-203B, 210A-210B, 211A-211B, 212A-212B, 213A-213B
M05.B-O.1.1.1: Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluate expressions containing these symbols.	**SE/TE: Topic 3**: 72-73; **Topic 8**: 196-199, 200-201, 202-203 **TE: Topic 3**: 72A-72B, 73A-73B; **Topic 8**: 196A-196B, 199A-199B, 200A-200B, 201A-201B, 202A-202B, 203A-203B

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M05.B-O.1.1.2: Write simple expressions that model calculations with numbers and interpret numerical expressions without evaluating them. Example 1: Express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Example 2: Recognize that 3 × (18,932 + 921) is three times as large as 18,932 + 921 without having to calculate the indicated sum or product.	**SE/TE: Topic 3**: 82-83; **Topic 4**: 110-111; **Topic 8**: 194-195, 210-211, 212-213 **TE: Topic 3**: 82A-82B, 83A-83B; **Topic 4**: 110A-110B, 111A-111B; **Topic 8**: 194A-194B, 195A-195B, 210A-210B, 211A-211B, 212A-212B, 213A-213B
CC.2.2.5.A.4 Analyze patterns and relationships using two rules.	**SE/TE: Topic 8**: 204-205, 206-207, 208-209 **TE: Topic 8**: 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B
M05.B-O.2.1.1: Generate two numerical patterns using two given rules. Example: Given the rule "add 3" and the starting number 0 and given the rule "add 6" and the starting number 0, generate terms in the resulting sequences.	**SE/TE: Topic 8**: 204-205, 206-207, 208-209 **TE: Topic 8**: 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B
M05.B-O.2.1.2: Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. Example: Given two patterns in which the first pattern follows the rule "add 8" and the second pattern follows the rule "add 2," observe that the terms in the first pattern are 4 times the size of the terms in the second pattern.	**SE/TE: Topic 8**: 206-207, 208-209 **TE: Topic 8**: 206A-206B, 207A-207B, 208A-208B, 209A-209B
2.3.5 Geometry	
A) Geometry	
CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	**SE/TE: Topic 14**: 362-363; **Topic 16**: 400-401, 402-403, 404-405 **TE: Topic 14**: 362A-362B; 363A-363B; **Topic 16**: 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B
M05.C-G.1.1.1: Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.	**SE/TE: Topic 16**: 392-395, 396-397, 398-399, 400-401, 404-405 **TE: Topic 16**: 392A-392B, 395A-395B, 396A-396B, 397A-397B, 398A-398B, 399A-399B, 400A-400B, 401A-401B, 404A-404B, 405A-405B

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M05.C-G.1.1.2: Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation.	**SE/TE: Topic 14**: 362-363; **Topic 16**: 400-401, 402-403, 404-405 **TE: Topic 14**: 362A-362B; 363A-363B; **Topic 16**: 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties.	**SE/TE: Topic 15**: 372-373, 374-375, 376-377, 378-379, 382-383 **TE: Topic 15**: 372A-B, 373A-373B, 374A-374B, 375A-375B, 376A-376B, 377A-377B, 378A-378B, 379A-379B, 382A-382B, 383A-383B
M05.C-G.2.1.1: Classify two-dimensional figures in a hierarchy based on properties. Example 1: All polygons have at least three sides, and pentagons are polygons, so all pentagons have at least three sides. Example 2: A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.	**SE/TE: Topic 15**: 376-377, 378-379, 380-381, 382-383 **TE: Topic 15**: 376A-376B, 377A-377B, 378A-378B, 379A-379B, 380A-380B, 381A-381B, 382A-382B, 383A-383B
2.4.5 Measurement, Data, and Probability	
A) Measurement and Data	
CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.	**SE/TE: Topic 13**: 332-333, 334-335, 336-337, 338-339, 340-341, 342-343, 344-345 **TE: Topic 13**: 332A-332B, 333A-333B, 334A-334B, 335A-335B, 336A-336B, 337A-337B, 338A-338B, 339A-339B, 340A-341B, 341A-341B, 342A-342B, 343A-343B, 344A-344B, 345A-345B
M05.D-M.1.1.1: Convert between different-sized measurement units within a given measurement system. A table of equivalencies will be provided. Example: Convert 5 cm to meters.	**SE/TE: Topic 13**: 332-333, 334-335, 336-337, 338-339, 340-341, 342-343, 344-345 **TE: Topic 13**: 332A-332B, 333A-333B, 334A-334B, 335A-335B, 336A-336B, 337A-337B, 338A-338B, 339A-339B, 340A-341B, 341A-341B, 342A-342B, 343A-343B, 344A-344B, 345A-345B

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CC.2.4.5.A.2 Represent and interpret data using appropriate scale.	**SE/TE: Topic 14**: 354-355, 356-357, 358-359, 360-361, 362-363 **TE: Topic 14**: 354A-354B, 355A-355B, 356A-356B, 357A-357B, 358A-358B, 359A-359B, 360A-360B, 361A-361B, 362A-362B, 363A-363B
CC.2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot.	**SE/TE: Topic 14**: 354-355, 356-357, 358-359, 360-361 **TE: Topic 14**: 354A-354B, 355A-355B, 356A-356B, 357A-357B, 358A-358B, 359A-359B, 360A-360B, 361A-361B
M05.D-M.2.1.1: Solve problems involving computation of fractions by using information presented in line plots.	**SE/TE: Topic 14**: 354-355, 356-357, 358-359, 360-361 **TE: Topic 14**: 354A-354B, 355A-355B, 356A-356B, 357A-357B, 358A-358B, 359A-359B, 360A-360B, 361A-361B
CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	**SE/TE: Topic 12**: 312-313, 316-319, 320-321 **TE: Topic 12**: 312A-312B, 313A-313B, 316A-316B, 319A-319B, 320A-320B, 321A-321B
M05.D-M.3.1.1: Apply the formulas V = l × w × h and V = B × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. Formulas will be provided.	**SE/TE: Topic 12**: 316-319, 320-321 **TE: Topic 12**: 316A-316B, 319A-319B, 320A-320B, 321A-321B
M05.D-M.3.1.2: Find volumes of solid figures composed of two non-overlapping right rectangular prisms.	**SE/TE: Topic 12**: 320-321 **TE: Topic 12**: 320A-320B, 321A-321B

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2.1.6 Numbers and Operations	
D) Ratios and Proportional Relationships	
CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems.	**SE/TE: Topic 12**: 302-305; **Topic 13**: 322-323, 326-327, 328-329, 344-347, 348-349, 352-353 **TE: Topic 12**: 302A-302B, 305A-305B; **Topic 13**: 322A-322B, 323A-323B, 326A-326A, 327B-327B, 328A-328B, 329A-329B, 344A-344B, 347A-347B, 348A-348B, 349A-349B, 352A-352B, 352A-353B
M06.A-R.1.1.1: Use ratio language and notation (such as 3 to 4, 3:4, 3/4) to describe a ratio relationship between two quantities. Example 1: "The ratio of girls to boys in a math class is 2:3 because for every 2 girls there are 3 boys." Example 2: "For every five votes candidate A received, candidate B received four votes."	**SE/TE: Topic 7**: 178-179; **Topic 12**: 300-301 **TE: Topic 7**: 178A-178B, 179A-179B; **Topic 12:** 300A-300B, 301A-301B
M06.A-R.1.1.2: Find the unit rate a/b associated with a ratio a:b (with b ≠ 0) and use rate language in the context of a ratio relationship. Example 1: "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." Example 2: "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."	**SE/TE: Topic 12**: 306-307, 314-315; **Topic 13**: 324-325 **TE: Topic 12**: 306A-306B, 307A-307B, 314A-314B, 315A-315B; **Topic 13**: 324A-324B, 325A-325B
M06.A-R.1.1.3: Construct tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and/or plot the pairs of values on the coordinate plane. Use tables to compare ratios.	**SE/TE: Topic 13**: 322-323, 330-333 **TE: Topic 13**: 322A-322B, 323A-323B, 330A-330B, 333A-333B
M06.A-R.1.1.4: Solve unit rate problems including those involving unit pricing and constant speed. Example: If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	**SE/TE: Topic 12**: 302-305; **Topic 13**: 322-323, 326-327, 328-329, 344-347, 348-349, 352-353 **TE: Topic 12**: 302A-302B, 305A-305B; **Topic 13**: 322A-322B, 323A-323B, 326A-326A, 327B-327B, 328A-328B, 329A-329B, 344A-344B, 347A-347B, 348A-348B, 349A-349B, 352A-352B, 352A-353B

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M06.A-R.1.1.5: Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percentage.	**SE/TE: Topic 14**: 350-351, 354-357, 358-361, 362-363 **TE: Topic 14**: 350A-350B, 351A-351B, 354A-354B, 357A-357B, 358A-358B, 361A-361B, 362A-362B, 363A-363B
E) The Number System	
CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	**SE/TE: Topic 5**: 128-131, 132-133, 134-135; **Topic 6** 144-145, 146-147, 148-149, 150-153, 158-159; **Topic 7**: 162-163, 166-169, 170-171, 172-173, 174-177; **Topic 8**: 186-187, 188-189, 190-191, 192-193; **Topic 9**: 202-203, 204-205, 206-207, 208-209, 210-211 **TE: Topic 5**: 128A-128B, 131A-131B, 132A-132B, 133A-133B, 134A-134B, 135A-135B; **Topic 6** 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 149A-149B, 150A-150B, 153A-153B 158A-158B, 159A-159B; **Topic 7**: 162A-162B, 163A-163B, 166A-166B, 169A-169B, 170A-170B, 171A-171B, 172A-172B, 173A-173B, 174A-174B, 177A-177B; **Topic 8**: 186A-186B, 187A-187B, 188A-188B, 189A-189B, 190A, 190B, 191A-191B, 192A-192B, 193A-193B; **Topic 9**: 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B, 210A-210B, 211A-211B

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M06.A-N.1.1.1: Interpret and compute quotients of fractions (including mixed numbers), and solve word problems involving division of fractions by fractions. Example 1: Given a story context for (2/3) ÷ (3/4), explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = (a/b) × (d/c) = ad/bc.) Example 2: How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Example 3: How many 2 1/4-foot pieces can be cut from a 15 1/2-foot board?	**SE/TE: Topic 5**: 128-131, 132-133, 134-135; **Topic 6** 144-145, 146-147, 148-149, 150-153, 158-159; **Topic 7**: 162-163, 166-169, 170-171, 172-173, 174-177; **Topic 8**: 186-187, 188-189, 190-191, 192-193; **Topic 9**: 202-203, 204-205, 206-207, 208-209, 210-211 **TE: Topic 5**: 128A-128B, 131A-131B, 132A-132B, 133A-133B, 134A-134B, 135A-135B; **Topic 6** 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 149A-149B, 150A-150B, 153A-153B 158A-158B, 159A-159B; **Topic 7**: 162A-162B, 163A-163B, 166A-166B, 169A-169B, 170A-170B, 171A-171B, 172A-172B, 173A-173B, 174A-174B, 177A-177B; **Topic 8**: 186A-186B, 187A-187B, 188A-188B, 189A-189B, 190A, 190B, 191A-191B, 192A-192B, 193A-193B; **Topic 9**: 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B, 210A-210B, 211A-211B
CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers.	**SE/TE: Topic 2**: 46-47; **Topic 3**: 74-75; **Topic 4**: 106-109 **TE: Topic 2**: 46A-46B, 47A-47B; **Topic 3**: 74A-74B, 75A-75B; **Topic 4**: 106A-106B, 109A-109B
M06.A-N.2.1.1: Solve problems involving operations (+, –, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.	**SE/TE: Topic 1**: 18-21; **Topic 3**: 62-63, 64-65, 66-69, 70-73, 76-77, 78-79, 84-87; **Topic 6**: 154-55 **TE: Topic 1**: 18A-18B, 21A-21B, 22A-22B; **Topic 3**: 62A-62B, 63A-63B, 64A-64B, 65A-65B, 66A-66B, 69A-69B, 70A-70B, 73A-73B, 76A-76B, 77A-77B, 78A-78B, 79A-79B, 84A-84B, 87A-87B; **Topic 6**: 154A-154B, 155A-155B
CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples.	**SE/TE: Topic 5**: 120-121, 124-125, 126-127, 136-137; **Topic 7**: 164-165 **TE: Topic 5**: 120A-120B, 121A-121B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 136A-136B, 137A-137B; **Topic 7**: 164A-164B, 165A-165B

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M06.A-N.2.2.1: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.	**SE/TE: Topic 5**: 126-127; **Topic 7**: 164-165 **TE: Topic 5**: 126A-126B, 127A-127B; **Topic 7**: 164A-164B, 165A-165B
M06.A-N.2.2.2: Apply the distributive property to express a sum of two whole numbers, 1 through 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. Example: Express 36 + 8 as 4(9 + 2).	**SE/TE: Topic 5**: 126-127, 136-137; **Topic 7**: 164-165 **TE: Topic 5**: 126A-126B, 127A-127B, 136A-136B, 137A-137B; **Topic 7**: 164A-164B, 165A-165B
A1.1.1.2.1 Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.	**SE/TE: Topic 5**: 126-127; **Topic 7**: 164-165 **TE: Topic 5**: 126A-126B, 127A-127B; **Topic 7**: 164A-164B, 165A-165B
CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.	**SE/TE: Topic 9**: 214-215; **Topic 10**: 222-223, 224-225, 226-229, 246-249, 250-253 **TE: Topic 9**: 214A-214B, 215A-215B; **Topic 10:** 222A-222B, 223A-223B, 224A-224B, 225A-225B, 226A-226B, 229A-229B, 246A-246B, 249A-249B, 250A-250B, 253A-253B
M06.A-N.3.1.1: Represent quantities in real-world contexts using positive and negative numbers, explaining the meaning of 0 in each situation (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge).	**SE/TE: Topic 10**: 222-223, 256 **TE: Topic 10**: 222A-222B, 223A-223B
M06.A-N.3.1.2: Determine the opposite of a number and recognize that the opposite of the opposite of a number is the number itself (e.g., –(–3) = 3; 0 is its own opposite).	**SE/TE:** Topic: 10: 222-223, 242-245 **TE: Topic 10**: 222A-222B, 223A-223B, 242A-242B, 245A-245B
M06.A-N.3.1.3: Locate and plot integers and other rational numbers on a horizontal or vertical number line; locate and plot pairs of integers and other rational numbers on a coordinate plane.	**SE/TE: Topic 9**: 214-215; **Topic 10**: 222-223, 226-229, 246-249 **TE: Topic 9**: 214A-214B, 215A-215B; **Topic 10:** 222A-222B, 223A-223B, 226A-226B, 229A-229B, 246A-246B, 249A-249B

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M06.A-N.3.2.1: Write, interpret, and explain statements of order for rational numbers in real-world contexts. Example: Write –3°C > –7°C to express the fact that –3°C is warmer than –7°C.	**SE/TE: Topic 10**: 224-225, 226-229 **TE: Topic 10**: 224A-224B, 225A-225B, 226A-226B, 229A-229B
M06.A-N.3.2.2: Interpret the absolute value of a rational number as its distance from 0 on the number line and as a magnitude for a positive or negative quantity in a real-world situation. Example: For an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars, and recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	**SE/TE: Topic 10**: 222-223, 242-245 **TE: Topic 10**: 222A-222B, 223A-223B, 242A-242B, 245A-245B
M06.A-N.3.2.3: Solve real-world and mathematical problems by plotting points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	**SE/TE: Topic 10**: 246-249, 250-253 **TE: Topic 10**: 246A-246B, 249A-249B, 250A-250B, 253A-253B
2.2.6 Algebraic Concepts	
B) Expressions & Equations	
CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.	**SE/TE: Topic 1**: 10-13; **Topic 2**: 32-33, 46-47; **Topic 3**: 80-81; **Topic 17**: 426-429, 430-433, 434-437, 450 **TE: Topic 1**: 10A-10B, 13A-13B; **Topic 2**: 32A-32B, 33A-33B, 46A-46B, 47A-47B; **Topic 3**: 80A-80B, 81A-81B; **Topic 17**: 426A-426B, 429A-429B, 430A-430B, 433A-433B, 434A-434B, 437A-437B
M06.B-E.1.1.1: Write and evaluate numerical expressions involving whole-number exponents.	**SE/TE: Topic 1**: 10-13 **TE: Topic 1**: 10A-10B, 13A-13B
M06.B-E.1.1.2: Write algebraic expressions from verbal descriptions. Example: Express the description “five less than twice a number” as 2y – 5.	**TE: Topic 2**: 32B, 46B, 48B

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M06.B-E.1.1.3: Identify parts of an expression using mathematical terms (e.g., sum, term, product, factor, quotient, coefficient, quantity). Example: Describe the expression 2(8 + 7) as a product of two factors.	**SE/TE: Topic 2**: 32-33, 46-47 **TE: Topic 2**: 32A-32B, 33A-33B, 46A-46B, 47A-47B
M06.B-E.1.1.4: Evaluate expressions at specific values of their variables, including expressions that arise from formulas used in real-world problems. Example: Evaluate the expression b2 – 5 when b = 4.	**SE/TE: Topic 2**: 46-47; **Topic 3**: 80-81; **Topic 17**: 426-429, 430-433, 434-437, 450 **TE: Topic 2**: 46A-46B, 47A-47B; **Topic 3**: 80A-80B, 81A-81B; **Topic 17**: 426A-426B, 429A-429B, 430A-430B, 433A-433B, 434A-434B, 437A-437B
M06.B-E.1.1.5: Apply the properties of operations to generate equivalent expressions. Example 1: Apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x. Example 2: Apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6(4x + 3y). Example 3: Apply properties of operations to y + y + y to produce the equivalent expression 3y.	**SE/TE: Topic 2**: 34-35, 36-39, 40-41, 46-47; **Topic 4**: 96-97 **TE: Topic 2**: 34A-34B, 35A-35B, 36A-36B, 39A-39B, 40A-40B, 41A-41B, 46A-46B, 47A-47B; **Topic 4**: 96A-96B, 97A-97B
CC.2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems.	**SE/TE: Topic 3**: 82-83; **Topic 4**: 98-101, 106-109; **Topic 15**: 386-389, 390-391 **TE: Topic 3**: 82A-82B, 83A-83B; **Topic 4**: 98A-98B, 101A-101B, 106A-106B, 109A-109B; **Topic 15**: 386A-386B, 389A-389B, 390A-390B, 391A-391B
M06.B-E.2.1.1: Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	**SE/TE: Topic 3**: 82-83; **Topic 15**: 386-389, 390-391 **TE: Topic 3**: 82A-82B, 83A-83B; **Topic 15**: 386A-386B, 389A-389B, 390A-390B, 391A-391B

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M06.B-E.2.1.2: Write algebraic expressions to represent real-world or mathematical problems.	**SE/TE: Topic 2**: 32-33, 50-53; **Topic 3**: 82-83; **Topic 4**: 98-101, 106-109 **TE: Topic 2**: 32A-32B, 33A-33B, 50A-50B, 53A-53B; **Topic 3**: 82A-82B, 83A-83B; **Topic 4**: 98A-98B, 101A-101B, 106A-106B, 109A-109B
M06.B-E.2.1.3: Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all non-negative rational numbers.	**SE/TE: Topic 4**: 98-101, 102-105, 106-109, 110-113; **Topic 9**: 212-213; **Topic 15**: 372-375; **Topic 17**: 426-429, 430-433, 434-437 **TE: Topic 4**: 98A-98B, 98A-98B, 101A-101B, 102A-102B, 105A-105B, 106A-106B, 109A-109B, 110A-110B, 113A-113B; **Topic 9**: 212A-212B, 213A-213B; **Topic 15**: 372A-372B, 375A-375B; **Topic 17**: 426A-426B, 429A-429B, 430A-430B, 433A-433B, 434A-434B, 437A-437B
M06.B-E.2.1.4: Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem and/or represent solutions of such inequalities on number lines.	**SE/TE: Topic 15**: 386-389 **TE: Topic 15**: 386A-386B, 389A-389B
CC.2.2.6.B.3 Represent and analyze quantitative relationships between dependent and independent variables.	**SE/TE: Topic 11**: 290-291; **Topic 12**: 310-311; **Topic 15**: 376-377, 378-379, 380-381, 382-385 **TE: Topic 11**: 290A-290B, 291A-291B; **Topic 12**: 310A-310B, 313A-313B; **Topic 15**: 376A-376B, 377A-377B, 378A-378B, 378A-379B, 380A-380B, 381A-381B, 382A-382B, 385A-385B
M06.B-E.3.1.1: Write an equation to express the relationship between the dependent and independent variables. Example: In a problem involving motion at a constant speed of 65 units, write the equation d = 65t to represent the relationship between distance and time.	**SE/TE: Topic 12**: 310-311; **Topic 15**: 376-377, 378-379, 380-381, 382-385 **TE: Topic 12**: 310A-310B, 313A-313B; **Topic 15**: 376A-376B, 377A-377B, 378A-378B, 378A-379B, 380A-380B, 381A-381B, 382A-382B, 385A-385B

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M06.B-E.3.1.2: Analyze the relationship between the dependent and independent variables using graphs and tables and/or relate these to an equation.	**SE/TE: Topic 11**: 290-291; **Topic 12**: 310-311; **Topic 15**: 376-377, 378-379, 380-381, 382-385 **TE: Topic 11**: 290A-290B, 291A-291B; **Topic 12**: 310A-310B, 313A-313B; **Topic 15**: 376A-376B, 377A-377B, 378A-378B, 378A-379B, 380A-380B, 381A-381B, 382A-382B, 385A-385B
2.3.6 Geometry	
A) Geometry	
CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	**SE/TE: Topic 17**: 430-433, 434-437; **Topic 18**: 462-463, 464-465 **TE: Topic 17**: 430A-430B, 433A-433B, 434A-434B, 437A-437B; **Topic 18**: 462A-462B, 463A-463B, 464A-464B, 465A-465B
M06.C-G.1.1.1: Determine the area of triangles and special quadrilaterals (i.e., square, rectangle, parallelogram, rhombus, and trapezoid). Formulas will be provided.	**SE/TE: Topic 17**: 434-437 **TE: Topic 17**: 434A-434B, 437A-437B
M06.C-G.1.1.2: Determine the area of irregular or compound polygons. Example: Find the area of a room in the shape of an irregular polygon by composing and/or decomposing.	**SE/TE: Topic 17**: 430-433, 434-437 **TE: Topic 17**: 430A-430B, 433A-433B, 434A-434B, 437A-437B
M06.C-G.1.1.3: Determine the volume of right rectangular prisms with fractional edge lengths. Formulas will be provided.	**SE/TE: Topic 18**: 462-463, 464-465 **TE: Topic 18**: 462A-462B, 463A-463B, 464A-464B, 465A-465B
M06.C-G.1.1.4: Given coordinates for the vertices of a polygon in the plane, use the coordinates to find side lengths and area of the polygon (limited to triangles and special quadrilaterals). Formulas will be provided.	**SE/TE: Topic 10**: 250-253; **Topic 11**: 262-265 **TE: Topic 10**: 250A-250B, 253A-253B; **Topic 11**: 262A-262B, 265A-265B

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M06.C-G.1.1.5: Represent three-dimensional figures using nets made of rectangles and triangles.	**SE/TE: Topic 17**: 444-447; **Topic 18**: 454-457, 458-461, 466-469 **TE: Topic 17**: 444A-444B, 447A-447B; **Topic 18**: 454A-454B, 457A-457B, 458A-458B, 461A-461B, 466A-466B, 469A-469B
M06.C-G.1.1.6: Determine the surface area of triangular and rectangular prisms (including cubes). Formulas will be provided.	**SE/TE: Topic 18**: 458-461 **TE: Topic 18**: 458A-458B, 461A-461B
2.4.6 Measurement, Data, and Probability	
B) Statistics and Probability	
CC.2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.	**SE/TE: Topic 19**: 476-477**,** 478-479, 484-487, 488-489 **TE: Topic 19**: 476A-476B, 477A-477B, 479A-479B, 484A-484B, 487A-487B, 488A-488B, 489A-489B
M06.D-S.1.1.1: Display numerical data in plots on a number line, including line plots, histograms, and box-and whisker plots.	**SE/TE: Topic 19**: 484-487, 488-489 **TE: Topic 19**: 484A-484B, 487A-487B, 488A-488B, 489A-489B
M06.D-S.1.1.2: Determine quantitative measures of center (e.g., median, mean, mode) and variability (e.g., range, interquartile range, mean absolute deviation).	**SE/TE: Topic 19**: 480-481, 490-493, 500-501 **TE: Topic 19**: 480A-480B, 481A-481B, 490A-490B, 493A-493B, 500A-500B, 501A-501B
M06.D-S.1.1.3: Describe any overall pattern and any deviations from the overall pattern with reference to the context in which the data were gathered.	**SE/TE: Topic 19**: 480-481, 482-483, 490-493, 498-499 **TE: Topic 19**: 480A-480B, 481A-481B, 482A-482B, 483A-483B, 490A-490B, 493A-493B, 498A-498B, 499A-499B
M06.D-S.1.1.4: Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	**SE/TE: Topic 19**: 494-497, 498-499 **TE: Topic 19**: 494A-494B, 497A-497B, 498A-498B, 499A-499B